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ABSTRACT

The workbook is intended as an instructional guide for a course in behavioral assessment of developmentally disabled persons. Exercises in the five units test skill in such areas as sensory modalities assessment and disruptive behavior recording, and a unit assessment evaluates the participant's knowledge of unit objectives. Criterion for passing on to the next unit is 85 percent correct answers, which are found in the instructor's manual (EC 071 373). (CL)

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ASSAYING STUDENT BEHAVIOR

A MINICOURSE IN

STUDENT ASSESSMENT TECHNIQUES

Workbook

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April, 1974

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The Workbook supports information presented in the Participant Manual and, therefore, is an essential component of this instructional package.

At the completion of the course, the Workbook can be used as a reference guide since it will contain all pertinent data with respect to student assessment.

How to Use the Workbook

The Workbook contains problems related to specific information provided in the Manual. Each participant should complete each problem as indicated without notes or the Manual open.

After completing each unit, there is a Unit Assessment which tests the participant's knowledge of unit objectives. Answers to each Unit Assessment can be found in the Instructor's Manual. The minimum passing score (85%) must be met before continuing with the next unit.

Hints for Best Use of the Workbook

1. Work carefully and answer each question exactly as requested.
2. Do not peek at notes or the Manual while working problems or assessments.
3. Correct all errors so the Workbook can be a model of examples and answers for future reference.
4. Keep the Workbook on your classroom bookshelf for an easy reference guide.

UNIT I

Problem I

1. Following are several statements pertaining to the definition of "student assessment." Circle the appropriate word.

   True False a. Contains information to be used for future instructional planning.

   True False b. Comparisons of the growth and development of a specific individual combined with information on normal human growth and development.

   True False c. Information from someone outside the immediate family which is collected by a social worker.

   True False d. Student data provided by teachers.

   True False e. Determines individualized program decisions based entirely on student information.

2. The following statements pertain to the definitions of "formal assessment" and "informal assessment." Circle the letter which best suits the statement: F = formal; I = informal; B = statement applies to both terms.

   F I B a. The use of a standard test in the exact manner it is intended.

   F I B b. The use of teacher-made tests.

   F I B c. The student data reported in accordance with directions in the examiner's manual plus reporting additional student observations recorded during the administration of the formal test by the tester.

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F I B d. The use of the Stanford-Binet, a formal test designed to measure intellegence (IQ), to determine a student's emotional level.

F I B e. The collection of student data using assessment techniques.

Check your work with the explanation in the Manual.

UNIT I

Problem II

1. List three rules for having student assessment information.

   a. _____

   _____

   _____.

   b. _____

   _____

   _____.

   c. _____

   _____

   _____.

2. State the three rules that must be met for student assessment information to be considered as formal assessment information.

   a. _____

   _____

   _____.

   b. _____

   _____

   _____.

   c. _____

   _____

   _____.

3. State two rules that help determine when student assessment information is considered informal.

   _____

   _____

   _____

(Go on to next page)

4. Briefly discuss how the Wechsler Intelligence Scale for Children (WISC) can be used for both formal or informal assessment. It is not important to know much about the test to answer this question.

   a. For formal assessment: _____

   b. For informal assessment: _____

Check your work with the explanation in the Manual.

UNIT I

Problem III

1. Listed are several phrases. Decide whether the method or purpose is a "formal" or "informal" technique. Place an X in the correct column. In some cases, "both" is the most appropriate response.

Formal	Informal	Both	
_____	_____	____	a. Use the Stanford-Binet Intelligence Test to derive IQ score.
_____	_____	____	b. Teacher-made tests.
_____	_____	____	c. General observations of student reactions by a psychologist.
_____	_____	____	d. Assumptions made from scores on formal tests.
_____	_____	____	e. Comparisons of two students on the same shoe-tying program.
_____	_____	____	f. Information for legal purposes.
_____	_____	____	g. Very specific information about a single individual.
_____	_____	____	h. Verify earlier observations about an individual.

2. Following are several situations. Decide which method of assessment you would use. Place an X in the correct column. (Sometimes both can be used.)

Formal	Informal	Both	
_____	_____	____	a. Statewide student needs system.
_____	_____	____	b. A quality, individual prescriptive plan.
_____	_____	____	c. Students' specific needs.
_____	_____	____	d. To identify possible developmentally disabled students in a public school.

(Go on to next page)

Formal	Informal	Both	
____	_____	____	e. Placing students according to national grouping recommendations.
____	_____	____	f. Decision to provide a specific behavior management program for a student.
____	_____	____	g. Want a quick inexpensive survey of students.
____	_____	____	h. Provide a wide range of general information about a student.
____	_____	____	i. Require a listing of student skills learned.
____	_____	____	j. Need to test a student's skills under several different conditions.

Check your work with the explanation in the Manual.

UNIT I ASSESSMENT

Total possible score is 20. A score of 17 or better is required before continuing.

Do not use notes, Workbook, or Manuals

1. List three purposes for having student assessment. (6 points)

   a. _____.

   b. _____.

   c. _____.

2. List three rules which must be present for any test to be considered a formal assessment device. (3 points)

   a. _____.

   b. _____.

   c. _____.

3. List three rules that determine when student assessment information is derived informally. (3 points)

   a. _____.

   b. _____.

   c. _____.

4. What type of assessment are you using in each of the following situations. (8 points)

Formal	Informal	Both	
_____	_____	____	a. Specific information about the exact skill level for purposes of individualized program planning.
_____	_____	____	b. Information about a specific student transmitted from one instructional setting to another.

(Go on to next page)

____ _____ ___ c. Comparisons of student's score with normative data.

____ _____ ___ d. General developmental levels of a new student assigned to your classroom.

Check your answers with Instructor or Instructor's Manual.

UNIT II

Problem IV

Part A

Name three tests that measure intellectual functioning.

1. _____.
2. _____.
3. _____.

Part B

Which test would you use to solve the statement.

1. WISC	4. Binet	7. None
2. WAIS	5. Slosson	
3. WPPSI	6. All	

___ 1. You have a short time to screen the intellectual functioning of as many students as possible.

___ 2. You need an IQ on a 25 year-old who may be moderately or severely retarded.

___ 3. You need to find the IQ of a seven year-old child.

___ 4. You want an updated IQ on a ten year-old who had a Binet given when she was eight.

___ 5. You want to determine whether there is a difference in verbal and performance ability of a four year-old.

___ 6. You want to know the exact degree of motor handicap.

Part C

Circle appropriate letter on the following true - false statements.

T F 1. A normal or average IQ score for the total population is between 85-114 according to the American Association of Mental Deficiency (AAMD).

T F 2. IQ scores alone determine degree of mental retardation.

T F 3. The Stanford-Binet and the Wechsler tests of intelligence are some of the most popular tests for IQ.

(Go on to next page)

T F 4. CA, chronological age, is the actual age of an individual.

T F 5. An average IQ means a person will have about the same CA and MA.

T F 6. A person with an IQ that is at least three standard deviations below the mean is functioning intellectually in the moderately, severely, or profoundly retarded range.

Check your work with the explanation in the Manual.

UNIT II

Problem V

Part A

Name a formal device which measures:

1. General adaptive behavior.

_____.

2. Language or communication behavior.

_____.

3. Motor and perceptual behavior.

_____.

4. Social adjustment behavior.

_____.

Part B

Answer True or False.

T F 1. The IQ on the PPVT and the Binet mean the same thing.

T F 2. Formal devices measuring adaptive behaviors help determine individual's strong and weak skill areas.

T F 3. Formal devices measuring adaptive behaviors provide specific activities for individualized program planning.

T F 4. The ABS provides information about weaknesses in an individual's adaptive and maladaptive development.

T F 5. If an individual has an average scaled score of 36 on the ITPA, we can say that person is functioning below the average, since an average IQ on the Binet is 100.

T F 6. A person scoring low on an adaptive behavior device also will score low on an intellectual functioning device.

(Go on to next page)

T F 7. A person scoring low on a language device also will score low on an intellectual functioning device.

T F 8. SQ and IQ are the same and provide the examiner with the same information.

T F 9. All adaptive behavior devices are complicated and therefore require an expert examiner.

T F 10. Formal assessment devices which measure adaptive behaviors are important because they provide clues for use in individualized program planning.

Check your work with the explanation in the Manual.

UNIT II ASSESSMENT

Total points possible are 28. A score of 24 or better is required before continuing.

Do not use notes, Workbook, or Manual.

Part A

1. According to the AAMD definition of mental retardation, what two weaknesses must be present for a person to be considered as re arded. (4 points)

   a. _____.

   b. _____.

2. List one type of score or summary information provided by the following formal assessment devices. (8 points)

   a. Binet: _____.

   b. WISC: _____.

   c. ABS: _____.

   d. DDST: _____.

   e. Purdue Perceptual-Motor Survey: _____.

   f. ITPA: _____.

   g. PPVT: _____.

   h. Wide Range Achievement Test: _____.

Part B

Define the following. (4 points)

Example:

1. SD: Standard Deviation - a mathematic grouping separating scores into meaningful divisions around the average or norm.

2. SQ _____

   _____.

(Go on to next page)

3. IQ_____

_____.

4. CA_____

_____.

5. PLA_____

_____.

Part C

Circle the appropriate letter on the following true-false statements (12 points).

T F 1. The IQ on the PPVT and the WISC mean the same thing.

T F 2. Formal devices provide specific activities for individualized programming.

T F 3. All formal tests use 100 as the average score.

T F 4. A WAIS should be chosen over a Binet to test a 25 year-old who has a suggested mental age of about five.

T F 5. A person who scores a 25 IQ on the Binet is always mentally retarded.

T F 6. Sometimes a person scores low on an IQ test because of some physical disability which is why we also must examine adaptive behaviors before making any decisions.

Check answers with your Instructor or Instructor's Manual.

UNIT III

Problem VI

Write at least three entry level skills which are pertinent to learning the following objectives. The task analyzed program is the same as the one illustrated in the manual on page 3.5.

Terminal Objective

Individual, given 10 objects, upon verbal command only, "Give me ___ things," indicates the correct number of requested objects for all numbers presented at random from 1 to 10 in three consecutive trials.

Example: Individual can rote count from 1 to 10 in each of three consecutive trials without error.

1. _____
   _____.
2. _____
   _____.
3. _____
   _____.
4. _____
   _____.
5. _____
   _____.

Check your work with the explanation in the Manual.

UNIT III

Problem VII

1. Read the assessments.
2. Determine the priority domain problem(s).
3. State the specific subobjective(s) or entry level skill(s) at which to begin training.

(Modified from Curriculum-Cumulative Progress Report for Teachers of the Trainable Mentally Retarded. Corvallis School District 509J, Oregon, 1971.)

Example 1

Terminal Objective: Presented with his first name as a verbal cue, student responds by discontinuing the activity he is engaged in for a minimum time span of two seconds.

Criteria: Three consecutive correct responses within a session.

Conditions: 1. Student sits at table with some reinforcing object. Trainer sits across from student.
2. Trainer says, "child's name."

Trials 1 2 3	
O ✓ O	6. Terminal Objective: Trainer says student's name. Student responds by discontinuing his activity for a minimum of two seconds.
✓ O ✓	5. Trainer says student's name, leaves object as it is, and touches student's hand for a minimum of two seconds and student stops activity with object.
O O ✓	4. Trainer says student's name, leaves object as it is, and removes student's hand from object for a minimum of two seconds without student resistance.
✓ ✓ ✓	3. Trainer says student's name and removes object from student leaving it in front of student, within his reach, for a minimum of two seconds and student does not reach for object.

(Go on to next page)

✓ ✓ ✓ 2. Trainer says student's name and removes object from student, keeping it on the table but out of student's reach, for a minimum of two seconds and student does not reach for object.

✓ ✓ ✓ 1. Trainer says student's name in a normal speaking voice for two seconds and immediately removes object from student, taking it out of his sight for a minimum of two seconds and student allows teacher to do this.

Entry Level Skills

✓ O ✓ 1. Student can hear sounds.

O ✓ ✓ 2. Student responds to verbal sounds.

Responses to Example 1

a. Problems are centered in the following domain(s).

_____

_____

_____.

b. Specific subobjectives or entry level skill(s) on which to begin training.

_____

_____

_____.

(Go on to next page)

Example 2

Terminal Objective: Presented with his first name as a verbal cue, student responds by discontinuing the activity he is engaged in for a minimum time span of two seconds.

Criteria: Three consecutive correct responses within a session.

Conditions:
1. Student sits at table with some reinforcing object. Trainer sits across from student.
2. Trainer says, "_____ child's name _____."

Trials 1 2 3		
0 0 0	6.	**Terminal Objective:** Trainer says student's name. Student responds by discontinuing his activity for a minimum of two seconds.
0 0 ✓	5.	Trainer says student's name, leaves object as it is, and touches student's hands for a minimum of two seconds and student stops activity with object.
✓ ✓ ✓	4.	Trainer says student's name, leaves object as it is, and removes student's hands from object for a minimum of two seconds without student resistance.
✓ ✓ ✓	3.	Trainer says student's name and removes object from student leaving it in front of student, within his reach, for a minimum of two seconds and student does not reach for object.
✓ ✓ ✓	2.	Trainer says student's name and removes object from student, keeping it on the table but out of student's reach, for a minimum of two seconds.
✓ ✓ ✓	1.	Trainer says student's name in normal speaking voice for two seconds and immediately removes object from student, taking it out of his sight for a minimum of two seconds and student allows teacher to do this.

Entry Level Skills

✓ ✓ ✓	1.	Student can hear sounds.
✓ ✓ ✓	2.	Student responds to verbal sounds.

(Go on to next page)

Responses to Example 2

a. Problems are centered in the following domain(s).

_____

_____

_____

_____.

b. Specific subobjectives or entry level skill(s) on which to begin training.

_____

_____

_____.

(Go on to next page)

Example 3

1. Terminal Objective: Presented with his first name as a verbal cue, student responds by discontinuing the activity he is engaged in for a minimum time span of two seconds.

   Criteria: Three consecutive correct responses within a session.

   Conditions: 1. Student sits at table with some reinforcing object. Trainer sits across from student.
   2. Trainer says, "_____child's name_____."

Trials
1 2 3

0 0 0 — 6. Terminal Objective: Trainer says student's name. Student responds by discontinuing his activity for a minimum of two seconds.

0 0 0
0 0 0 — 5. Trainer says student's name, leaves object as it is, and touches student's hands for a minimum of two seconds and student stops activity with object.

0 0 0 — 4. Trainer says student's name, leaves object as it is, and removes student's hands from object for a minimum of two seconds without student resistance.

0 0 0 — 3. Trainer says student's name and removes object from student leaving it in front of student, within his reach, for a minimum of two seconds and student does not reach for object.

0 0 0 — 2. Trainer says student's name and removes object from student, keeping it on the table but out of student's reach, for a minimum of two seconds and student does not reach for object.

0 0 0 — 1. Trainer says student's name in a normal speaking voice and immediately removes object from student, taking it out of his sight for a minimum of two seconds and student allows teacher to do this.

Entry Level Skills

✓ ✓ ✓ — 1. Student can hear sounds.

0 0 0 — 2. Student responds to verbal sounds.

(Go on to next page)

Responses to Example 3

a. Problems are centered in the following domain(s).

_____

_____

_____

_____.

b. Specific subobjective(s) or entry level skill(s) on which to begin training.

_____

_____

_____

_____.

Check your work with the explanation in the Manual.

UNIT III

Problem VIII

Following are some short exerpts from a case study file. You are asked to read the data and provide information about modalities, reinforcers, and learning styles. You may want to refer back to the manual for clues, but, first, try to answer the questions without peeking.

Michael

Physical/Medical Report: No Physical Problems
Hearing Normal
Vision Normal

Emotional Stability: No apparent problems.

Previous Training: Four years in a formal instructional setting.

Previous Teacher Report:

Michael is a friendly boy who is willing to try about anything. But he does become jealous if the teacher does not work with him constantly.

He likes to tell stories he has heard and usually can remember them in great detail. But, he has difficulty relating what he sees through pictures.

His writing is very poor because he cannot follow a line and his name is usually sprawled across an entire page. I think he tries to get done too fast so he can start the next thing.

During lunch he eats his dessert first. I can't seem to make him eat the other foods first.

Michael responds very well to praise from me but the other teachers in the school cannot even get close to him.

Michael likes the playground and will go from one piece of equipment to another until he has used everything at least once during a single play period.

(Go on to next page)

Now fill in the spaces.

1. List the three modalities in order from strongest to weakest, i.e., tactile-kinesthetic, auditory, visual.

_____

_____

_____.

2. List at least three reinforcers. The order of strength is not important. (There are at least six mentioned.)

_____

_____

_____.

3. List four things you learned about his learning style. The order of importance is not required. (There are at least ten mentioned.)

_____

_____

_____

_____

_____

_____

_____

_____.

Check your work with the explanation in the Manual.

UNIT III ASSESSMENT

Total points possible are 43. A score of 36 or better is required before continuing. Do not use notes, Workbook, or Manual.

Part A

The following example has been taken from the Adaptive Behavior Scale. Without actually writing a fully developed task analysis, write a terminal objective and at least three subobjectives for this student.

IV. Language Development

A. Expression

32. Writing

- [ ] 5. Writes sensible and understandable letters.
- [ ] 4. Writes short notes and memos.
- [ ] 3. Writes or prints forty words.
- [ ] 2. Writes or prints ten words.
- [ ] 1. Writes or prints own name.
- [■] 0. Cannot write or print any words.

1. Terminal Objective (2 points):_____

_____

_____.

2. Subobjectives (6 points): a._____

_____.

b._____

_____

c._____

_____.

(Go on to next page)

3. List two entry level behaviors necessary before an individual can begin program. (4 points)

a._____

b._____

Part B

We know the following information about a student. (Use listing of writing skills provided in Part A to answer.)

Student Information:

Copies forty words but cannot read all the words.

Can recognize two words on the board as being the same or different.

Can write ten words, on request, without copying. (Number 2 of listed writing skills.)

You are to determine if the student has the entry level skills needed to begin instruction on Number 3: "Writes or prints forty words."

1. Is the student ready? (1 point)

Yes_____ No_____

2. Explain briefly. (2 points)_____

_____

_____

(Go on to next page)

Part C

You are to determine the weak domain (mental, physical, or social adjustment) in the following exercises. The examples provided are hypothetical and it is not necessary to know the specific terminal objective.

1.

Task Analyzed Program

0	0	0	10	Terminal Objective (a mental skill)	X	X	X	3
_	_	_	9		X	X	X	2
_	_	_	8		X	X	X	1
								Entry Level Skills
_	_	_	7		X	X	X	1. (a physical skill)
_	_	_	6		X	X	X	2. (a physical skill)
0	0	0	5		X	X	X	3. (a social adjustment skill)
0	0	0	4					

a. Problems are centered in the following domain(s). (3 points)

_____

_____

_____

b. Specific subobjective(s) or entry level skill(s) on which to begin training. (2 points)

_____

(Go on to next page)

2.

Task Analyzed Program

0	X	0	10	Terminal Objective (a mental skill)	X	0	X	3
0	X	0	9		0	0	0	2
X	0	0	8		0	0	X	1
								Entry Level Skills
X	X	X	7		X	X	0	1. (a physical skill)
X	0	0	6		0	0	X	2. (a physical skill)
0	0	0	5		X	0	0	3. (a social adjustment skill)
X	X	0	4					

a. Problems are centered in the following domain(s). (3 points)

_____

_____

_____.

b. Specific subobjective(s) or entry level skill(s) on which to begin training. (2 points)

_____.

(Go on to next page)

3.

Task Analyzed Program

0	0	0	10	Terminal Objective (a mental skill)	0	0	0	3
_	_	_	9		0	0	0	2
_	_	_	8		0	X	0	1
								Entry Level Skills
_	_	_	7		X	0	0	1. (a physical skill)
_	_	_	6		X	X	X	2. (a physical skill)
_	_	_	5		X	X	X	3. (a social adjustment skill)

a. Problems are centered in the following domain(s). (3 points)

_____

_____

_____.

b. Specific subobjective(s) or entry level skill(s) on which to begin training. (2 points)

_____

(Go on to next page)

Part D

The following true-false statements reflect knowledge about sensory input modalities, use of effective reinforcers, and individual learning styles.

True False 1. Sensory Input Modalities. (4 points)

___ ___ a. A person who describes a picture is using his visual modality.

___ ___ b. A person who loses balance when blindfolded has a poor visual modality.

___ ___ c. Motor training is suggested for students with a weak tactile-kinesthetic modality.

___ ___ d. The auditory modality is characterized by the ability or inability to discriminate sounds, locate sound direction, and repeat sounds.

True False 2. Reinforcers. (5 points)

___ ___ a. Candy as a primary reinforcer works for everyone.

___ ___ b. Social praise works for everyone if the teacher believes in it.

___ ___ c. Sometimes reinforcers have to be determined by trial-and-error.

___ ___ d. It is important to have several reinforcers available because a specific reinforcer cannot always be relied upon to maintain a behavior.

___ ___ e. Don't ask a student what she likes because you can't trust what she says.

True False 3. Individual Learning Styles. (4 points)

___ ___ a. The best and most efficient method of teaching anything is on a one-to-one basis.

(Go on to next page)

True	False	
___	___	b. Some students can work well in a noisy room.
___	___	c. A person who is easily distracted needs a well defined program consisting of several activities and directions.
___	___	d. A child can learn many things by copying the teacher's actions.

Check your answers with Instructor or Instructor's Manual.

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UNIT IV

Problem IX

In the following exercises, you are asked to place the teacher observations in charts and graphs. Then answer the questions.

---

1. Report the frequency of behaviors found in this example.

The student is learning numbers. The terminal objective is:

The student can rote count to 10 without assistance. The criterion is four consecutive times.

The student can do the entry level skill of repeating any number said by the teacher.

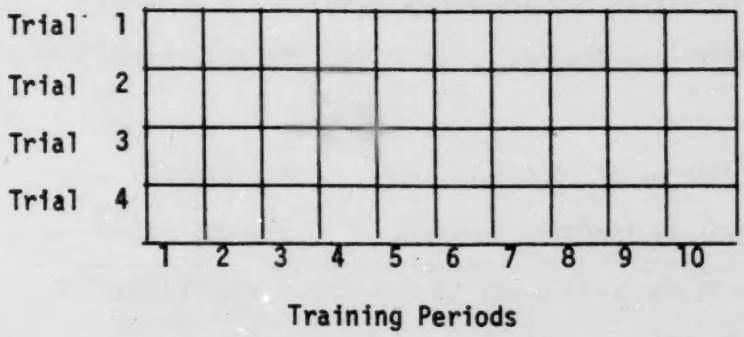
The directions are: "Count to 10 beginning with one." If the student does not say the correct number within three seconds, the teacher supplies the number and recites the rest of the numbers with the student repeating each one. Then the same process is repeated once again.

Following are the results of five training periods, each comprising four trials:

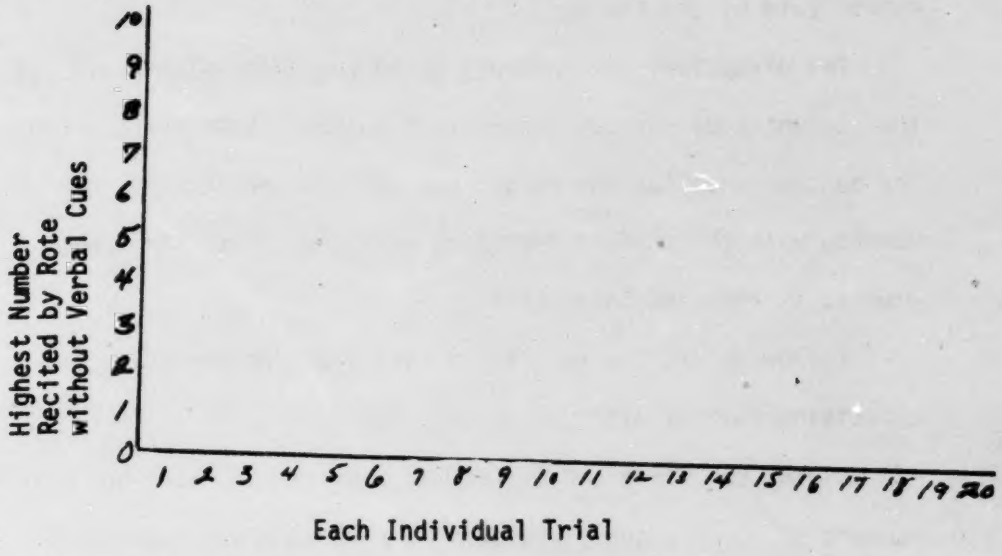
During the first set of trials, the student could not say any numbers in order without assistance. The same was true for the second and third set of trials. On the fourth set, the student finally could say "one" without assistance on the last attempt. On the fifth set of trials the student could count without assistance: "one" on trial 1; "one, two, three, four" on trial 2; "one, two, three, four" on trial 3; and "one, two, three, four, five, six" on trial 4.

(Go on to next page)

a. Chart the student responses.



Graph the student responses.


Highest Number Recited by Rote without Verbal Cues
0 1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Each Individual Trial

b. Did the student reach the terminal objective?

Yes_____

No_____

c. What is the highest number attained by rote counting using the criterion of four consecutive times?

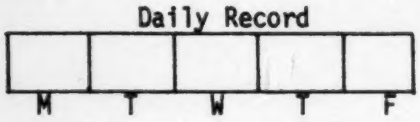
_____

Check answer in Manual and correct before proceeding.

2. Report the behaviors counted during the specified time periods. The terminal objective is: Jane will not get out of seat more than once during each morning snack period for one week. The following information tells the times Jane was out of her seat during one week.

		Times Out of Seat				
		M	T	W	T	F
9:00	Warmup	2	3	0	4	1
9:30	Motor Training	0	1	0	0	0
10:15	Snack	1	1	0	1	0
10:45	Freetime	1	1	1	1	1
11:00	Visual Training	2	1	4	3	1
11:45	Lunch	1	2	1	0	2
1:00	Number Training	5	3	6	2	5
1:30	Art	4	2	0	1	3
2:00	Snack	2	1	2	0	1
2:15	Get Ready to Leave	1	2	0	2	3
2:30	Goes On Bus					

a. Chart target behavior.



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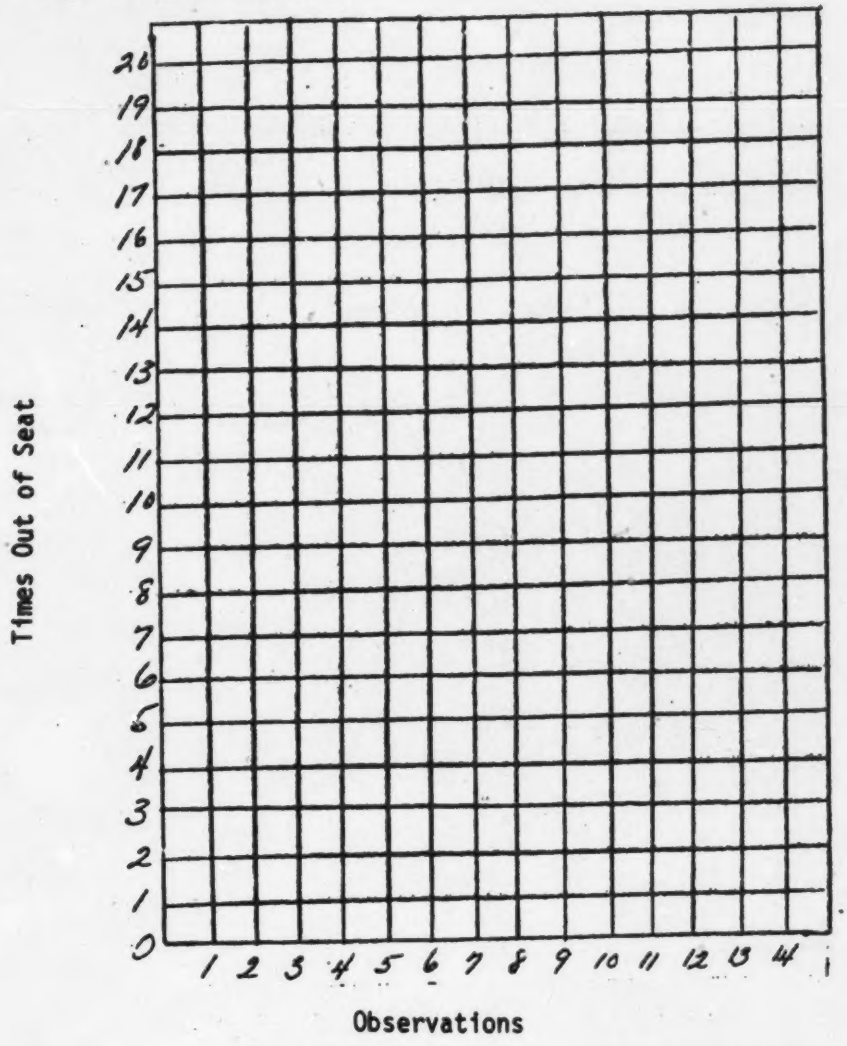
Graph target behavior.



b. Did the student attain the terminal objective?

Yes _____

No _____

c. Does your graph show that Jane has achieved the terminal objective?

Yes _____

No _____

Check answer in Manual and correct before proceeding.

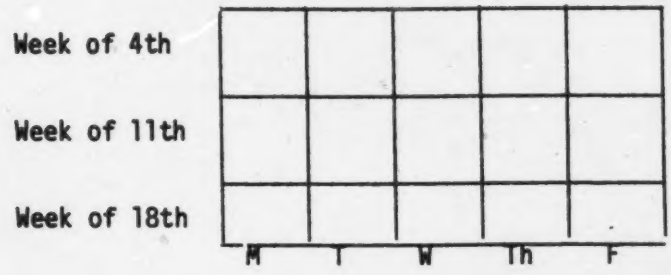
3. The following information requires the data to be averaged.

Given a sheet of 10 number problems, Jim will maintain a daily average of at least six correct answers. The teacher will begin to count Jim's behavior as soon as he has given eight correct answers in two consecutive trials.

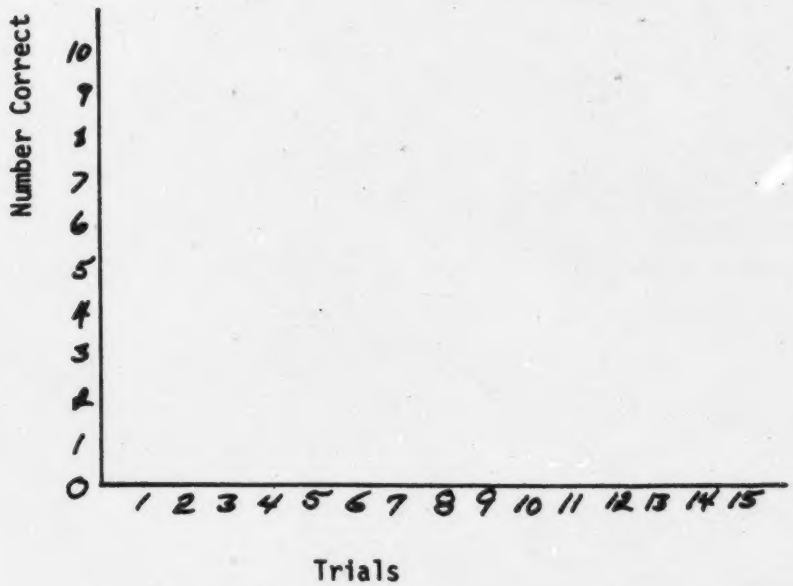
Jim's daily scores:

Week of 4th	4, 10, 7, 8, 2
Week of 11th	8, 0, 10, 10, 7
Week of 18th	8, 8, 5, 5, 3

a. CHART THE DATA.



GRAPH THE DATA.



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b. On what trial did Jim's teacher begin to count toward meeting criterion?

_____

c. Did Jim meet criterion on the remainder of trials reported?

Yes _____

No _____

d. What do you do now? Give one example.

_____

_____

_____.

Check your work with the explanation in the manual.

UNIT IV ASSESSMENT

Total points possible are 32. A score of 26 or better is required before continuing. Do not use notes, Workbook, or Manual.

Part I

You are concerned about Jane's social adjustment behaviors. She is very disruptive in class.

Your Terminal Objective for Jane is:

Jane will reduce her disruptive behaviors to an average of no more than twice in a single day during a period of five consecutive days.

Disruptive behaviors are defined, in this instance, as anything that bothers another student in the classroom, playground, lunchroom, or while waiting outside for the bus.

The method chosen for counting behavior is to begin by keeping data on the number of disruptive behaviors on an hourly basis so reinforcers can be offered very often. When the disruptive behaviors average less than one per hour for three consecutive days, you will increase the time between reinforcers so that the payoffs will come when disruptive behaviors occur once every two hours.

This data about Jane's disruptive behavior has been collected over a three-week period. Totals have been provided to help you answer the questions.

	M	T	W	Th	F	Tot.	M	T	W	Th	F	Tot.	M	T	W	Th	F	Tot.
9-10	4	3	6	2	1	16	2	2	0	2	0	6	1	1	1	0	0	3
10-11	3	5	3	1	0	12	1	0	0	3	1	5	1	1	1	0	0	3
11-12	6	7	4	4	2	23	0	4	0	0	2	6	1	1	1	0	1	4
12- 1	8	9	2	5	4	28	3	0	0	0	0	3	1	1	1	1	0	4
1- 2	5	11	0	6	6	28	0	0	1	0	0	1	1	1	1	0	0	3
Totals	26	35	15	18	13	107	6	6	1	5	3	21	5	5	5	1	1	17

(Go on to next page)

A. The following exercises require you to create a graph of Jane's behavior.

1. Choose the appropriate headings for the graph.

   a. Best choice for horizontal title is: (1 point)

      ____ Number of trial observations.

      ____ Number of hours observed.

      ____ Number of weeks observed.

      ____ Number of days observed.

   b. Best choice for vertical title is: (1 point)

      ____ Number of disruptive behaviors per hour.

      ____ Number of disruptive behaviors per day.

      ____ Number of disruptive behaviors per week.

2. Use the squared paper provided to graph Jane's behavior. Be sure to include titles chosen "a" and "b" for the horizontal and vertical lines. (6 points)

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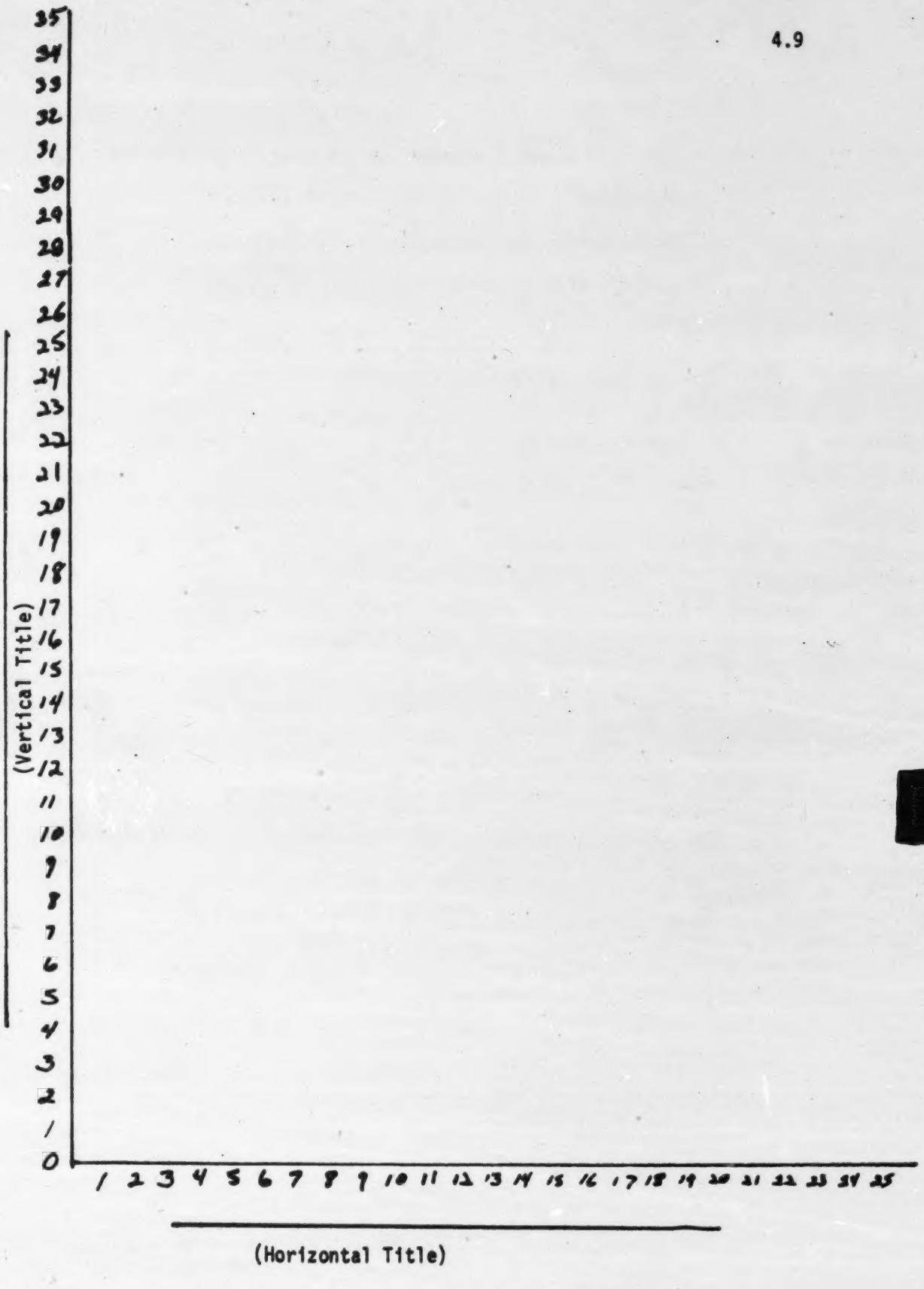

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B. The first week is baseline information. The second and third weeks include data about Jane after she is in a program to reduce disruptive behavior. Choose the appropriate answer.

1. What is the average daily rate of disruptive behaviors for the first week? (2 points)

____ 26 ÷ 5 = 5.6
____ 107 ÷ 5 = 21.4
____ 107 ÷ 25 = 4.3

2. What is the average hourly rate of disruptive behaviors for the first week? (2 points)

____ 16 ÷ 5 = 3.2
____ 107 ÷ 5 = 21.4
____ 107 ÷ 25 = 4.3

C. Did Jane ever average one disruptive behavior per hour for three consecutive days? (2 points)

____ Yes If yes, on what observation?_____
____ No

D. Did Jane ever reach the terminal objective of no more than two disruptive behaviors for five consecutive days? (2 points)

____ Yes If yes, on what observation?_____
____ No

E. At this stage, does the program appear to be successful? (4 points)

____ Yes
____ No

(Go on to next page)

Part II

The teacher wanted to time her students on completing their arithmetic assignment to test out the effectiveness of a reinforcer. She divided the class into two groups and took a pretest rate on each group.

Group 1	Completion Time	Group 2	Completion Time
Student A	30 mins.	Student F	29 mins.
B	27 mins.	G	15 mins.
C	35 mins.	H	28 mins.
D	47 mins.	I	38 mins.
E	32 mins.	J	29 mins.
	171 Av . 34.2 mins.		139 Av . 27.8 mins.

Reinforcers were given only to Group I upon completion of their assignments. The posttest rates after one month were:

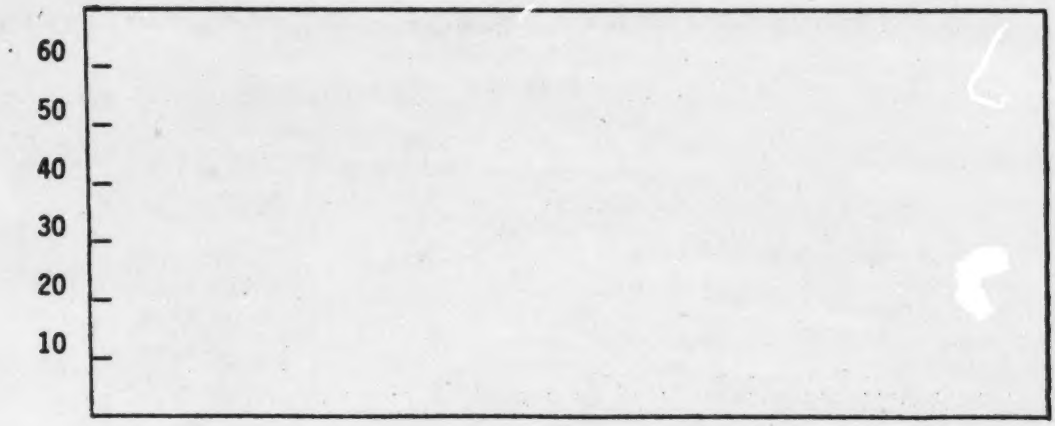
Group 1			
Student A	15 mins.	Student F	28 mins.
B	39 mins.	G	17 mins.
C	32 mins.	H	22 mins.
D	48 mins.	I	39 mins.
E	21 mins.	J	34 mins.

A. Compute the average times of both groups on the posttest. (2 points)

Group 1_____. Group 2_____.

(Go on to next page)

B. Graph the information for the two groups in both observation periods. (6 points)



C. From the information on the graph, was the reinforcer for Group I effective in reducing the overall time taken to complete the arithmetic assignment? (4 points)

Yes_____ No_____

Check your answers with Instructor or Instructor's Manual.

UNIT V

Problem X

The purpose of this exercise is to examine the general information forms in the case study manual and determine if the information has "Some or Considerable Value" or "Little or No Value" for instructional planning. Do not be concerned about the value of data used mostly for other purposes.

	Some or Considerable Value (a)	Little or No Value (b)
Part A Application Supplement B, pps. B.8-B.10		
I. Identifying information	_____	_____
II. Person for emergency	_____	_____
III. Other persons or agencies	_____	_____
IV. Family information	_____	_____
V. Applicant history	_____	_____
VI. Other evaluations	_____	_____
VII. Other information	_____	_____
VIII. Current date	_____	_____
Part B Admissions and Evaluations Committee Action Report Supplement B, p. B.31		
I. Committee participants	_____	_____
II. Recommendation for programming	_____	_____
III. Prescriptive plan	_____	_____
IV. Additional services	_____	_____
V. Next staffing date	_____	_____
Part C Statement of Responsibility Supplement B, p. B.25-B.27		
I. The entire document	_____	_____

(Go on to next page

	Some or Considerable Value (a)	Little or No Value (b)

Part D Special Authorizations
Supplement B, P. B.55-B.57

I. The entire set of authorizations _____ _____

Check your work with the explanation in the Manual.

UNIT V

Problem XI

The purpose of this exercise is to examine the medical history form and determine the portions that have relevance to individualized classroom planning as with Problem I. Do not be concerned about the value of data that is used mostly for other purposes. The medical form for this exercise is in Supplement B on pages B.12-B.14. Check the appropriate columns.

	Some or Considerable Value (a)	Little or No Value (b)
General Information		
1. Sex	_____	_____
2. Birthdate	_____	_____
3. Parents or guardians	_____	_____
4. Their address	_____	_____
5. Their phone	_____	_____
6. M.D. and hospital	_____	_____
7. Their phones	_____	_____
8. Dentist	_____	_____
9. His phone	_____	_____
10. Referring agency or person	_____	_____
11. Their phone	_____	_____
12. Family history	_____	_____
A. Pregnancy and Delivery		
13. M.D. and hospital	_____	_____
14. Complications	_____	_____
15. Length of gestation	_____	_____
16. Medications during pregnancy	_____	_____
17. APGAR scoring	_____	_____

(Go on to next page)

		Some or Considerable Value (a)	Little or No Value (b)
18.	B. Development		
19.	C. Illness		
20.	D. Has patient had		
21.	Pertinent Illnesses		
22.	E. Immunizations		
23.	Reactions		
24.	F. Hospitalizations		
25.	G. Habits		
26.	Other significant behaviors		
27.	H. Test results		
28.	I. Present medications		
29.	J. Permissable activity		
30.	K. Current physical		

Check your work with the explanation in the Manual.

UNIT V

Problem XII

The purpose of this exercise is to examine the annual physical examination form and determine those portions that have relevance to individualized classroom planning. Do not be concerned about the value of data that is used mostly for other purposes. The annual physical examination form can be found in Supplement B on pages B.16-B.-17. In answering the question, check the appropriate column.

	Some or Considerable Value (a)	Little or No Value (b)
1. General appearance	_____	_____
2. Head	_____	_____
3. Eyes	_____	_____
4. Ears	_____	_____
5. Neck	_____	_____
6. Chest	_____	_____
7. Cardiovascular	_____	_____
8. Abdomen	_____	_____
9. Genitalia	_____	_____
10. Skin	_____	_____
11. Muscular-skeletal	_____	_____
12. Neurological	_____	_____
13. Lab	_____	_____
14. Impression	_____	_____
15. Limitations	_____	_____
16. Current medications	_____	_____
17. Other diagnostics	_____	_____
18. Other physicians	_____	_____

Check your answers with the explanation in the Manual.

Unit V

Problem XIII

Below is a sample social summary of Johnny Jones. Underline all data that has instructional relevance to you as a classroom teacher. Place ( ) around all information that is verbal noise.

Social Summary

Johnny Jones IQ: 46 SQ: 51

Height: 4'8" Weight: 73 lbs. Birthdate: 6/13/64 Male

The social worker, after six attempts, succeeded in meeting with both parents on Sunday afternoon on 7/1/71. Mr. and Mrs. Jones were pleasant people and the home was neat and clean with two color TV sets.

This is the second marriage for both parents and Johnny has been adopted by Mr. Jones, the stepfather. Both parents appear to want to help Johnny all they can. During the interview, Johnny was in the room. Johnny, a pleasant looking, blond, blue-eyed mongoloid was dressed in neat but well-worn clotheing.

Mr. Jones had always taken pride in working hard. However, he had an auto accident two years ago and has been on welfare since then. He said the doctors report his back has healed, but he still gets pains. Mr. Jones has a high school diploma and is interested in auto repairing.

Mrs. Jones has a high school diploma and has worked as a cashier in several different area stores. She doesn't go out much or entertain at home. She said she likes people to visit her but her husband does not like to have company at night while there are certain shows on TV.

(Go on to next page)

Amelia is Johnny's sister, age 19. She works as a teller in a bank and lives in her own apartment.

During the one hour interview Johnny just sat watching us seemingly without much self-direction. His mother stated he usually is very quiet, has no friends, and does not play with many toys. Johnny's favorite pastime is watching TV shows. His mother reports that Johnny is fully ambulatory, toilet trained, and finger-feeds himself. But, he can't bathe or dress himself.

The Jones are willing to have Johnny enrolled in the community center but are very cautious about what goes on in the school program. They have very low expectations of what Johnny can learn in an instructional program.

Mrs. Jones reported a normal pregnancy and could not remember any special illnesses.

Recommendations:

Several home visits should be planned to enhance communication between the school and the home.

The parents appear to overprotect Johnny to such an extent that his self-management skills are not developed. Placement at the school should be very beneficial.

7/7/71

Ms. Dee
Social Worker

Check your work with the explanation in the Manual.

Unit V ASSESSMENT

Total possible score is 61. A score of 52 or better is required before continuing. Do not refer back to notes, Workbook or Manual.

Part A

Each section in the case study folder serves a definite purpose. Cross out all information in the following that is either not relevant to the particular section and form or repeats information found in greater detail elsewhere. Do not be concerned whether the data is relevant to the instructional plan.

1. General Information Section (7 points)

   a. Listing of family members' age, sex, and occupation

   b. Medical history

   c. Mother's pregnancy and delivery information

   d. Social workers report

   e. Admission committee action report

   f. Scores on IQ tests

   g. Instructional plan

2. Medical Information Section (5 points)

   a. Agency's record of seizures

   b. Eye examinations done by a school nurse

   c. Dietary habits in the home

   d. Restrictions of physical activity

   e. Early childhood development history

3. Social Summary Section (5 points)

   a. Review of medical information

   b. Information about family

   c. Etiological information

   d. Parental attitudes

(Go on to next page)

e. Specific information of previous testing

4. Psychological Information Section (5 points)

a. Recommendations for instructional priority areas

b. Medical information

c. Specific skill level assessments

d. Family socio-economic information

e. Formal assessment information

5. Educational Information Section (5 points)

a. Student objectives

b. Reports by language specialist

c. IQ test results

d. Parent conference reports

e. Student work samples

Part B

Choose the best word to complete the sentence. (14 points)

1. The Medical Section provides etiologies that (determine, suggest.) educational implications.
2. The Medical Section (specifically tells the teacher, suggests to the teacher) if there are limitations on physical activity.
3. The General Information Section (lists, discusses) family members.
4. The Psychological Section includes (formal, informal, both formal and informal) student assessment information.
5. The Psychological Section provides (general, specific) information for instructional planning.
6. The Social Summary Section provides (general, specific) information for instructional planning.
7. The Educational Section contains (general, specific information) about the instructional plan.

(Go on to next page)

Part C

Answer true-false statements. (20 points total)

True	False		
____	____	1.	Adaptive behavior information is provided by the entire professional team including the parent.
____	____	2.	The teacher and social worker provide some medical information to the case study folder.
____	____	3.	Collecting informal assessment data is not the responsibility of the psychologist.
____	____	4.	Most teachers are qualified to give Binet and Wechsler IQ tests.
____	____	5.	Parents, doctors, and social workers provide social history information.
____	____	6.	Psychologists help the social worker provide social history information.
____	____	7.	Listing of specific skills developed is more the responsibility of the teacher than the psychologist.
____	____	8.	The specific instructional plan requires input from the entire professional team.
____	____	9.	The specific instructional plan is more a responsibility of the teacher than that of the psychologist, social worker, or parent.
____	____	10.	The social worker and parent are the members of the team who plan home training programs.

Check your answers with Instructor or Instructor's Manual.

END

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